New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

School Comprehensive Education Plan

2023-24

District	School Name	Grades Served
Berlin Central School District	Berlin Central School District	6-12

Collaboratively Developed By:
The Berlin Middle High School SCEP Development Team
Kim Brownell
Amy Ferullo
Loretta Cozza
Nate Ellis
Ariel Gilbert
Michelle Baldwin
Kim Bugbee
Erin Kernes
Wade Prather
Monica Baron
Timothy Allen
Amy Donohue
Amy Glickman
And in partnership with the staff, students, and families of Berlin Middle High School.

Guidance for Teams

Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

Commitments

Prior to working on this document, school teams should be sure to complete the following activities:

- **Envision:** Explore its vision, values, and aspirations
- **Analyze:** Review and analyze internal and external data, including survey data, and reflect on systems and structures
- **Listen:** Conducting student interviews

Following those activities, school teams should complete the SCEP Planning Document to make connections between the activities above and consider potential next steps to prioritize in the upcoming year as the team considers "**What should we prioritize to support our students and work toward the school we wish to be?**

The team should identify 2 to 4 Commitments for the 2023-24 school year. For each Commitment, the team will identify strategies that will advance these Commitments and benchmarks to determine if the school is on track with its implementation. **School teams will need to ensure that at least one commitment is aligned to teaching and learning**.

Success Criteria and Benchmark Targets

After school teams identify their Commitments, they should consider success criteria and benchmarks that will help them determine if they are making sufficient progress toward their Commitment throughout the year. Each Commitment will have at least one end-of-the-year goal, a mid-year benchmark, strategies that will allow the school to reach those goals and benchmarks, early progress milestones, and spring survey targets.

The plan template is designed with the intention the school teams will return to their plan throughout the year and make updates when necessary. As part of the Success Criteria for each Commitment, there is a section for the team to update during the year and input the data they ended up seeing next to the target they originally identified. Teams should keep this section blank when writing the plan and anticipate bringing the team back together throughout the upcoming year to gauge the success of the plan.

Strategies

In conjunction with identifying benchmarks, teams should consider strategies that will allow the school to reach these benchmarks and advance that commitment.

Resources for Team

NYSED Improvement Planning website: http://www.nysed.gov/accountability/improvement-planning

- Assembling Your Improvement Planning Team

- **Envision: Exploring Our Vision, Values and Aspirations**

- **Analyze:** Internal and External Data

- **Analyze:** Survey Data

- **Analyze:** Tenet 1 Systems and Structures Inventory

- **Listen**: Interviewing Students

- **Putting it all Together: SCEP Planning Document**

- **SCEP Sample**: Cohesive, Relevant Curriculum

- **SCEP Sample**: Deepening Connections

- **SCEP Sample:** Graduation Through Relationships

- **SCEP Sample:** Graduation and Success Beyond HS

COMMITMENT 1

Our Commitment

What is one Commitment we will promote for 2023-24?	**We commit to utilizing research based cognitive student engagement strategies within Berlin Middle High School. The two strategies that will be focused on are higher level questioning and differentiation.**
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this Commitment fit into what we envision for the school?* ● *How does this Commitment relate to what we heard when listening to others?* ● *How does this Commitment connect to what we observed through analysis?*	This is a commitment for Berlin Middle High School as we are prioritizing student engagement in teaching and learning. It is the vision of the Berlin Central School District that "All Berlin Central School District students will graduate with an excellent education and experiences that prepare them to become productive members of society. Our students will be ready to assume responsibility for their own success in the workforce, college, the community and life." This commitment fits into our District's vision by stimulating student thinking. The use of higher level questioning requires students to analyze and evaluate information rather than rote memorization. Utilizing differentiation strategies will support all students in achieving their full academic potential. Through the use of higher level questioning and differentiation strategies, students will be more engaged in learning. Based on research around student agency as related to learning, students will increase their sense of ownership with their education, which in turn will increase their academic achievement.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*
End-Of-The-Year Goals	Teacher observations data Data collection based on students who earn merit, honors and principal's list	Teachers will utilize high level questioning and differentiated instruction in all areas of study during the 2023-2024 school year. Increases in the number of students who earned merit, honors and Principal's list by grade level	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	1) On a scale of 1-5 how interested are you in your classes? 2) What are the most engaging activities that happen in class? 3) What parts of your classes do you find least engaging? 4) What could teachers do differently in class that would make learning more engaging for all students?	1 - 85% of student responses are in the 3-5 point scale 2-List of engaging activities applicable to every content area 3-List of least engaging activities applicable to every content area 4-Quality suggestions for making learning more engaging	
Staff Survey	1) Do you think that incorporating higher level questioning and differentiated instruction has increased your student engagement throughout the 2023-2024 school year? *If yes, what visible indicators have you seen increased throughout this school year as a result? *If no, why do you think these strategies have not impacted student engagement?	Comprehensive list of indicators, applicable to all content areas, that have increased student engagement List of reasons why strategies have not not positively impacted student engagement	
Family Survey	1) On a scale of 1-5 how would you rate your child's engagement in school based on your parental perspective? 2) What has your child shared with you regarding the most engaging learning activities they have experienced in school this year?	1-85% engaged or highly engaged 2- List of most engaging learning activities	

		3) Based on your parental insight, what do you suggest teachers do to make school more engaging for your child?	3-Suggestions for teachers to make school more engaging	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete when reviewing mid-year data*)
Mid-Year Benchmark(s)	Teacher evaluations: Specific observations for teachers utilizing higher order questioning and differentiation within their daily lessons. Quarter 1 and 2 grade report analysis, including how many students earned merit, honors and Principals list	Teachers utilizing higher order questioning and various forms of differentiation in their lessons Number of students earning merit, honors and principal's list designations for quarters 1 and 2 increase	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? (*Identify Quantitative Data or Qualitative Descriptors in this space*)	What we ended up seeing *(complete six to ten weeks into the school year)*

Student Data	We have elected to administer a fall student survey to received information early in the school year about what they find engaging about school and suggestions for enhanced engagement	We hope to obtain specific information from students about what they find engaging about school and what suggestions they have for teachers to specifically increase student engagement	
	An analysis of interim progress grades	A reduction in the number of students failing classes	
Adult/Schoolwide Behaviors and Practices	We have elected to administer a staff survey to determine what needs exist for professional development regarding the use of higher level questions and differentiation	Specific information from teachers and staff about what they need in terms of effectively using higher level questioning in classes as a direct link to increased student engagement	
	Data from teacher evaluations that are conducted within the first 10 weeks of school to determine the use of higher level questions and differentiation	The use of higher level questions and various ways of differentiating instructions for students	

Student Behaviors and Practices	During classroom observations, visible indications that students are engaged in lessons	An increased number of students seeking more time with their teachers either during lunch, study halls or after school to work on academic assignments. This will serve as an indication of students being engaged in learning and taking ownership over their education.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
1) Teachers will engage in professional development that focuses on the use of high level questioning within their content area to promote student engagement	Professional development activities will be planned that provide staff with the research that supports the connections between the use of higher level questioning and student engagement. Different forms and uses of higher level questioning will be incorporated into the professional development activities.	Time for the administrative team and the Professional Learning Committee to plan the professional development activities Funding to secure resources on the use of higher level questioning Funding to secure resources to support the use of various strategies for differentiating in the classroom setting
1) Differentiated instruction will be utilized to promote student engagement by meeting individual student needs	Professional development will be planned to continue our work on providing staff with ways to differentiate the content, assessment and environment	Time for the administrative team and the Professional Learning Committee to plan the professional development activities

		Funding for the Questar consultants in planning professional development activities Funding to secure resources on various ways of differentiating in the classroom setting
1) Provide teachers professional development training on cognitive student engagement elements as found under the student engagement section of the Marzano rubric.	Professional development provided to teachers on the cognitive student engagement elements found in their observation platform and how they can implement these elements into their lessons	Time for the administrative team and the Professional Learning Committee to plan the professional development activities
1) Administrative team will establish the merit list, honor list, Principal's list and I-Ready incentives for the 2023-2024 school year and will present that to the students and staff at the beginning of the year.	Based on quarter grades, compiling a list of students that earn merit, honor and principal list designation. Planning the recognition events for each of these groups Purchasing the necessary supplies for each event	Time for the BMHS building principal's designee to compile the list of students that earn each award category Time for the building principal to plan the events Funding to purchase the needed supplies for each event
1) Promotional materials for these incentives will be publicized on Schoology and within the building. I.E. posters and morning announcements. Additionally, communication of these incentives will be shared with parent/guardians.	Securing the promotional materials to publicize the incentives for students that earn merit, honors and principal's list designations	Funding to purchase promotional materials to communicate the incentives for earning each of the designations

COMMITMENT 2

Our Commitment

What is one Commitment we will promote for 2023-24?	**We commit to increasing student achievement through the use of data driven instruction.**
Why are we making this Commitment? *Things to potentially take into consideration when crafting this response:* ● *How does this Commitment fit into what we envision for the school?* ● *How does this Commitment relate to what we heard when listening to others?* ● *How does this Commitment connect to what we observed through analysis?*	This commitment is a priority within Berlin Middle High School as it connects with our District vision, which states, "All Berlin Central School District students will graduate with an excellent education and experiences that prepare them to become productive members of society. Our students will be ready to assume responsibility for their own success in the workforce, college, the community and life." This commitment fits into the BMHS vision by increasing student achievement through data-driven instruction, all students will be equipped with the skills they need to pursue whatever their passions are post high school. Student achievement is the highest priority within our district's and building's goals and also connects to our other commitments in a variety of ways. For example, it addresses the needs of the whole child, which connects to a student's sense of belonging, as well as improving our graduation rate and developing contributing citizens to our community. In review of multiple sources of data, we realize the importance of analyzing data in all decision making within the school district to best meet student needs and support student achievement. By focusing on data-driven decision making, this priority will provide a shared vision and commitment for continuous improvement and learning among our staff and will direct our professional learning opportunities throughout this year. Additionally, this priority supports our first SCEP commitment of BMHS by working with staff to collaborate and see the value that utilizing multiple sources of data will impact student engagement and achievement, which will have a positive impact on our school culture and climate.

Progress Targets

By the end of the year, we will look to the see the following occur:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete at the end of the year)*

End-Of-The-Year Goals	Quarter Grades	Increase in overall course passing rates	
	Assessment Results	Increase in proficiency in both Regents scores and State assessment scores	
	Spring i-Ready diagnostic results	I-Ready growth score increase from fall to spring diagnostic in grades 6-11 ELA and grades 6-9 math, in addition to select special education students in grades 10 and 11	

We believe these Spring survey responses will give us helpful feedback about our progress with this Commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g., % agree or strongly agree)	What we ended up seeing (complete once Spring survey results are available)
Student Survey	1) On a scale of 1-5 how interested are you in your classes? 2) What are the most engaging activities that happen in class? 3) What parts of your classes do you find least engaging? 4) What could teachers do differently in class that would make learning more engaging for all students?	Majority of students rating 4 or 5 A variety of responses that indicate a high level of student engaging classroom activities Information about what students find least engaging Suggestions for lesson improvement	
Staff Survey	1) How did you utilize the data cycle protocol this school year? 2) What is the correlation between data chats that you conducted with students and their academic achievement in your classes? 3) What correlation did you notice between the I-Ready personalized instruction and student achievement on the spring I-Ready diagnostic assessment and/or your own classroom assessments?	Various ways that individual teachers use data to drive their instruction Information about how data chats improved student achievement Specific information about how student achievement was	

	4) How did utilizing the I-Ready suite (standards mastery, personalized instruction reports and I-Ready toolbox) impact your daily instruction? 5) Considering one of our SCEP goals for this year was, "We commit to increasing student achievement through the use of data driven instruction," what additional ways can you use data to drive instruction for next year?	positively impacted by the use of i-Ready personalized instruction Specific ways teachers used i-Ready to drive their instruction Teachers indicating how they will utilize data in future instructional planning	
Family Survey	1) Did you utilize Schoology throughout this school year to check your student's academic progress? 2) On a scale of 1-5, how adequate was the communication with your child's teacher regarding their academic standing throughout the course? 3) Are you confident, based on the information provided to you by the school district, in understanding your student's academic progress? *If no, please explain 4) Are there academic interventions that you believe your child needs in order to be more academically successful in their classes? Please explain.	90% of parents indicate that they have used Schoology 95% of parents indicate adequate communication between themselves and teachers 95% of parents indicate that they understand their child's academic progress List of students needs, based on feedback from parents	

We believe achieving the following Mid-Year Benchmark(s) will give us good insight into our ability to reach our year-end goal:

	What data will we be reviewing?	What do we hope to see when we review that data?	What we ended up seeing *(complete when reviewing mid-year data)*
Mid-Year Benchmark(s)	Analyze I-Ready fall and winter results	We hope to see an increase in both typical and stretch growth scores from fall to spring for each student in grades 6-8.	
	Analyze January Regents results	We hope to see a high passing rate of 85% or more on any January Regents exams	
	Decrease in quarterly failure report for full year courses between quarter 1 and 2	We hope to see a 10% decrease in the number of students failing between quarter 1 and quarter 2 for full year courses.	

We believe we will be on track to meet our Mid-Year Benchmark(s) if six to ten weeks into the school year, we are able to reach the following Early Progress Milestones:

Early Progress Milestones	What data will we be reviewing?	What do we hope to see when we review that data? *(**Identify Quantitative Data or Qualitative Descriptors in this space**)*	What we ended up seeing *(complete six to ten weeks into the school year)*

Student Data	Quarter 1 and 2 grades	We hope to see growth in student achievement from quarter 1 to quarter 2 grades	
	January Regents results	We hope to see at least 85% of students achieve a minimum of 75% on each January Regents exam	
	i-Ready progress monitoring for students in grades 6-11 in ELA and in grades 6-9 for math, in addition to select special education students in grades 10 and 11.	We hope to see growth in each student's diagnostic assessment between fall and winter administrations.	

Adult/Schoolwide Behaviors and Practices	Teachers who utilize i-Ready personalized instruction and the toolbox in grades 6-11 for ELA, grades 6-9 for math, in addition to select special education students in grades 10 and 11.	We hope to see at least 50% of teachers and staff that use i-Ready to utilize the toolbox resources to drive their instructional practice.	
	Teachers utilizing Schoology to update student grades	The expectation, per the grading policy, is that 100% of teachers will update their Schoology gradebooks every two weeks.	
	Teachers' communication with their students and parents surrounding the benefit of utilizing after school academic support options.	We hope to see an increase in the amount of students staying after school to take advantage of the academic support block from 2:15p.m.-3:15p.m in the upcoming school year. This support could be given in the after school support classroom or with individual teachers. Teachers are expected to target this support option towards students who are struggling academically in their classes. Teachers will communicate to both the student and their parent/guardian to encourage participation in after school academic support options.	

Student Behaviors and Practices	Students working on i-Ready personalized instruction in grades 6-11 in ELA, in grades 6-9 in math, in addition to select special education students in grades 10 and 11.	We hope to see at least 75% of students completing a minimum of 40 minutes a week of personalized instruction on the i-Ready platform for both Math and ELA.	
	Students participating in data chats with teachers	When teachers initiate data chats, there will be an increase in student agency. This will look like students asking questions about their data results as well as setting goals for the spring i-Ready diagnostic assessment.	

Key Strategies and Resources

STRATEGY	METHODS	RESOURCES
What strategies will we pursue as part of this Commitment?	What does this strategy entail? What will implementation look like in our school?	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
Instructional Best Practices: -Teachers will be supported to appropriately set up their gradebook in Schoology in the month of September. -Teachers will be trained on how to utilize a data cycle protocol when	Teachers will meet, as needed, with the ED Tech coordinator to set-up their gradebooks, in accordance with the district grading policy for Berlin Middle High School Professional learning time will be planned to provide teachers with implicit instruction on the use of a data cycle, using various forms of data	Employment of a .4 Ed Tech position Purchase of the i-Ready Diagnostic Platform Contract with Model School Consultant and Questar Consultants to support the use and analysis of i-Ready diagnostics and to

reviewing and analyzing summative and formative assessment data -Teachers/staff will utilize data chats to discuss and review individual student grades and create an action plan for improvement as needed -Department chairs will review the students who did not pass the January Regents and create an AIS action plan for the spring I-Ready implementation: -New staff in grades 6-9 and special education teachers will be provided training to support the administration of the I-Ready exam. All staff in grades 6-9 and special education teachers will be given training to deepen their knowledge on how to utilize I-Ready components such as personalized instruction and standards mastery to drive their differentiated instruction for the purpose of increasing academic achievement for all students.	Professional learning time will be provided to teachers on the use of data chats with students. Teachers will be supported and expected to create an action plan for implementation and improvement. After the January 2024 Regents exam results are available, department chairs will meet with each student within their department to review the results. Department chairs will meet with AIS teachers to create an action plan for each student that needs AIS services for second semester in preparation for the June Regents exams The MTSS Coordinator, in conjunction with the PPS Director, will provide the necessary i-Ready training to teachers and TA's for the utilization and understanding of i-Ready. This will be provided during the month of September in group and individual settings.	support remedial interventions for students at Tiers 2 and 3 and in special education programming Utilize the literacy coach to support teachers in selecting strategies for implementation, to address literacy skill development Time in the schedule and possible substitute teacher coverage to allow teachers the time for training. Data resources such as books and videos. Time during the contractual day to meet for professional development provided by district administrators and a school consultant. Data collection and preparation for distribution by our District Data Coordinator and the MTSS Coordinator Time during the contractual day to meet with students

		Time in the schedule for department chairs to meet with AIS teachers to analyze and discuss student data and to create action plans for remedial implementation
		Professional development time scheduled for i-Ready training
		Computers for each teacher and student

Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at: http://www.nysed.gov/accountability/evidence-based-interventions
Schools may choose **one of three options** for identifying their evidence-based intervention:

Option 1: Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: http://www.nysed.gov/accountability/state-supported-evidence-based-strategies

Option 2: Selecting an evidence-based intervention **identified in one of three clearinghouses**: What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

Option 3: Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: http://www.nysed.gov/accountability/evidence-based-interventions

Directions: Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

X State-Supported Evidence Based Strategy

If "X' is marked above, provide responses to the prompts below to identify the strategy and the Commitment(s) it will support:

Evidence-Based Intervention Strategy Identified	Instructional Coaching
We envision that this Evidence-Based Intervention will support the following Commitment(s)	Commitments 1 and 2
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	During the envision/analyze/listen process of our SCEP committee work, we discussed how student achievement is directly correlated to an increase in student agency through the use of student engagement strategies. The instructional coach will focus on supporting teachers in cultivating a learning community that promotes student engagement in teaching and learning.

☐ Clearinghouse-Identified

If "X' is marked above, provide responses to the prompts below to identify the strategy, the Commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	

Clearinghouse used and corresponding rating

- ☐ **What Works Clearinghouse**
  - ☐ Rating: Meets WWC Standards Without Reservations
  - ☐ Rating: Meets WWC Standards With Reservations
- ☐ **Social Programs That Work**
  - ☐ Rating: Top Tier
  - ☐ Rating: Near Top Tier
- ☐ **Blueprints for Healthy Youth Development**
  - ☐ Rating: Model Plus
  - ☐ Rating: Model
  - ☐ Rating: Promising

☐ School-Identified

If "X' is marked above, complete the prompts below to identify the strategy, the Commitment(s) it will support, and the research that supports this as an evidence-based intervention.

Evidence-Based Intervention Strategy Identified	
We envision that this Evidence-Based Intervention will support the following Commitment(s)	
How does this evidence-based intervention connect to what the team learned when exploring the Envision/Analyze/Listen process?	
Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology	

Our Team's Process

Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Assembling Your Improvement Planning Team" found at: https://www.nysed.gov/sites/default/files/programs/accountability/assembling-your-improvement-planning-team.pdf.   This section outlines how we worked together to develop our plan.

Team Members

Use the space below to identify the members of the SCEP team and their role (e.g., teacher, assistant principal, parent).

Name	Role
Kim Brownell	Principal
Amy Ferullo	Assistant Principal
Loretta Cozza	School Support Consultant
Nate Ellis	Math teacher
Ariel Gilbert	ELA teacher
Michelle Baldwin	Special education teacher
Kim Bugbee	Special education teacher/instructional coach
Erin Kernes	Parent
Wade Prather	Parent
Monica Baron	Regional Partnership Representative
Timothy Allen	Regional Partnership Representative
Amy Donohue	MTSS Coordinator
Amy Glickman	Literacy Coach

Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. **Envision:** Exploring the Vision, Values and Aspirations for the school
2. **Analyze:** Analyzing Data
3. **Analyze:** Analyzing Survey Data
4. **Analyze:** Completing and Discussing the Tenet 1 Inventory
5. **Listen**: Interviewing Students
6. **Putting it all Together:** Completing the SCEP Planning Document
7. **Writing the Plan**

Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Envision: Exploring the Vision, Values and Aspirations for the school	Analyze: Internal and External Data	Analyze: Survey Data	Analyze: Completing and Discussing the Tenet 1 Inventory	Listen: Interviewing Students	Putting it all Together: Completing the SCEP Planning Document	Writing the Plan
Example: 4/6/21				*x*	*x*		
5/1/23	X			X			
5/8/23	X	X	X				
5/22/23		X	X		X		
6/5/23		X	X		X		
6/13/23						X	
6/30/23							X
7/7/23							X
7/10/23							X
8/10/23							X

Learning As A Team

Directions

After completing the previous sections, the team should complete the reflective prompt below.

Student Interviews

Describe how the Student Interview process informed the team's plan

The student interview data provided the SCEP committee with insight and information on a number of areas within Berlin Middle High School. One area that students gave detailed information on was about the culture and climate about the Middle High School. Also, students shared feedback on challenges that they faced as well as positive experiences they have had at school. For example, the committee heard reactions surrounding the pressure students have experienced related to school. Additionally, we gained insight from students about their extracurricular involvements and interests. All of the student interview information was compiled, analyzed and discussed by the entire SCEP committee in the development of our 2023-2024 commitments.

Next Steps

Next Steps

1. **Sharing the Plan:**
   a. **Schools in the CSI model:** As you develop your plan, please feel free to share the plan with your NYSED liaison for input when it would be helpful. When the SCEP team is satisfied with the plan, please indicate to your liaison that the school is ready to share its full plan for approval. Plans should be shared by July 15, 2023.
   b. **Schools in the ATSI model and TSI model:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2023-24 school year.
   c. **All Schools:** Ensure that the District (Superintendent or designee) and local Board of Education have approved the plan and that the plan is posted on the district website.
2. **Implementing the Plan** (for all schools):
   a. Ensure that the plan is implemented no later than the first day of school.
   b. Monitor implementation closely and adjust as needed.
   c. Ensure that there is professional development provided to support the strategic efforts described within this plan.
   d. Work with the district in developing the 1003 Title I School Improvement Grant application designed to support the implementation of the activities identified in the school and district plan.